Orangewood Elementary School

2016-17 Schoolwide Improvement Plan

Orangewood Elementary School

4001 DELEON ST, Fort Myers, FL 33901

http://owd.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	B	B

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Orangewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Educate World Class Citizens in a Safe and Nurturing Environment

b. Provide the school's vision statement.

To Be A World Class School System

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The district provides a school climate survey to all parents, both electronically and in paper. The data from the survey is used in planning classroom team building activities as well as parent involvement nights. In addition, Orangewood Elementary provides many opportunities for families to attend school functions to foster relationships in an environment that embraces all cultures. Some of the functions include: Family Math Night, Fall Festival, Curriculum Night, Family Reading Night, Family Science Night, Veteran's Celebration, Hispanic Heritage Night, Black History Dinner, and OW Talent Show.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school operates as a Positive Behavior Supports school which means that faculty and staff work proactively to teach positive social skills and acknowledge proper behaviors. Teachers stand outside of their classrooms to greet students and monitor hallway behaviors. The school has the "Ocelot Expectations" posted in every classroom and throughout the school. Students are held to these expectations starting in Kindergarten through Fifth grade. The current fiscal school year, Orangewood implemented the Leader in Me program for Kindergarten through Second grade.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavioral system set in place is Positive Behavior Support. Students are recognized for proper behaviors and are rewarded for them. The school has clear expectations through the "Ocelot Code" and "Ocelot Expectations" posted in every classroom and throughout the school.The PBS team provides all staff members with a "Observe Problem Behavior" flowchart that supports reteaching appropriate behavior and identifies clear expectations of teacher-managed versus office -managed behaviors. All faculty and staff received PBS and Leader in Me training to be implemented consistently school-wide.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Orangewood Elementary ensures that social-emotional needs of all students are being met with the following services; Full time school counselor, Mentoring (staff and peers), MTSS framework, interventions, and Social worker.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/318495.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school builds and maintains partnerships through letters and invitations sent out to local community members. The partners are invited in for multiple events that occur through the school year. At the end of the year, a luncheon is held again to thank the partners for their contributions to the school, as well as an extended invite for the following year is given. Orangewood Elementary understands the importance of networking with our local community and because of this, the School Advisory Committee (SAC) is composed of parents, teachers, administrators, and community members. Each month the committee meets to discuss topics that are relevant to student achievement for all learners.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Nader, Angela	Principal
Crews, Marilyn	Assistant Principal
Cronin, Catherine	Administrative Support
Adams, Tiffany	Teacher, K-12
Cook , Franklin	Teacher, K-12
Howard, Cameron	Instructional Coach
Nesfield, Georgian	Teacher, K-12
Paiva, Sarah	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The roles of each member are as follows: Principal/Assistant Principal: Oversees implementation of the MTSS problem-solving process in your building; Provide or coordinate valuable and continuous professional development; Assign paraprofessionals to support MTSS implementation when possible; Attend MTSS Team meetings to be active in the MTSS change process; Conduct classroom walk-throughs to monitor fidelity.

*Classroom teacher keeps ongoing progress monitoring in data binders, attends meetings, implements interventions with fidelity, collaborates with PLC members to analyze data and guide instruction with research-based strategies.

*Reading/Math Coaches are members of the MTSS team. They support teachers will intervention strategies, differentiated instruction, and curriculum resources. In addition, they will administer screenings and use observation tools as needed.

*Speech/Language Pathologist will attend MTSS meetings as needed. They will support the teacher in the completion of Communication Skills Checklist and help to make eligibility decisions.

*School Intervention Specialist facilitates MTSS meetings and maintains a log of students in the MTSS framework. Additionally, completes necessary paperwork involved in MTSS.

*Guidance Counselor assists MTSS team with community resources available to families. Provides counseling and social-emotional behavior strategies.

*Social Worker: Attend MTSS Team meetings when requested; Conduct social-developmental history interviews and share with MTSS Team.

*ESE Teacher/Staffing Specialist: Consult with MTSS Team regarding intensive interventions; Incorporate MTSS data when making eligibility decisions.

*Specialist (Behavior, OT, PT, ASD): Consult with MTSS Team; Provide staff trainings.

*ELL/ESOL Representative: Attend all MTSS Team meetings for identified ELL students; advising and completing LEP paperwork; Provide ELL interventions at all tiers.

*Teacher Leaders support teachers through coaching, peer teaching, planning, professional development, and mentoring.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS problem-solving team at Orangewood meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS manual.

Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the

district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or

other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Franklin Cook	Teacher
Marilyn Crews	Principal
Angela Nader	Principal
Tonisha Anthony	Teacher
Kari Woolf	Parent
Sandra Louus-Charles	Parent
Adriano Araujo	Business/Community
Courtney Hoovis	Parent
Mercedes Orama	Education Support Employee
Sharmini Waas	Education Support Employee
Robert Durrance	Parent
Maxime Alcindor	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

N/A

b. Development of this school improvement plan

An invitation was sent to parents/guardians to give the date and time of the SAC meeting which will occur on September 22, 2016. An agenda was prepared that listed the School improvement Plan as one of the items to be discussed. The 2016-17 School improvement Plan goals were reviewed and discussed with the SAC participants. After a thorough review, we voted on the submission to the district for review.

c. Preparation of the school's annual budget and plan

N/A

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Nader, Angela	Principal
Crews, Marilyn	Assistant Principal
Adams, Tiffany	Teacher, K-12
Cook , Franklin	Teacher, K-12
Howard, Cameron	Instructional Coach
Cronin, Catherine	Instructional Coach
Nesfield, Georgian	Teacher, K-12
Paiva, Sarah	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT at Orangewood Elementary will research Best Practices for Reading and Math Instruction. The LLT will also promote reading and math at home with Family Reading and Math Nights. At the Family Reading and Math Nights, parents/families will be instructed on implementing specific reading and math strategies. After instruction, families will have the opportunity to practice implementing the specific strategies taught. Coaching and assistance will be provided by teachers during the practice sessions. Parents will also receive training on Accelerated Reader, Parent Link, and other software for tracking student progress. Overall, by increasing the opportunities for parents to be involved in our school, we hope to encourage families to take a more active role in the educational process of their children.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers attend weekly Professional Learning Community meetings to analyze data, discuss best practices, and plan lessons. Teachers utilize Oncourse to share lesson plan ideas. Teachers have common planning time so that they may spend the time to collaborate as needed. PLC facilitators have been assigned to each grade level to assist and guide the PLC meeting. PLC facilitators meet once a week with Administrators to discuss grade level celebrations and challenges. Lastly,teacher leaders are assigned to our school to provide ongoing support and coaching opportunities to all teachers.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Implementation of Professional Learning Communities (PLC) is used to recruit and/or retain high quality, highly qualified teachers to the school. PLC is an on-going process used to establish a school-wide culture that is based on the fundamental belief in building teacher leadership, and school improvement efforts. Through participation in PLCs teachers will enhance their leadership capacity, as they work as members of ongoing, high performing, collaborative teams that focus on improving student learning

through data-based decision making. The administrators believe in putting mentors in place for new personnel members to assist them with the transition into the new school and faculty.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Orangewood Elementary follows the district's plan for new educators. APPLES is a program designed to prepare teachers for their career in education, as well as provide them mentors for any questions/ concerns that may present themselves on a daily basis. New teachers are paired with mentor teachers who posses the knowledge, skill set, and grade level expertise to effectively coach a new teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school follows the district's academic plan which is aligned to the Florida State Standards. Teachers design instructional lesson plans using academic plans and the backwards design model to effectively deliver standards based instruction. Teachers lessons are frequently reviewed by Administration on OnCourse. Teachers are required to have learning outcomes posted daily in the classroom. Furthermore, Administration conducts classroom walk-throughs as mandated by the DOE.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers input common assessments into Performance Matters to disaggregate data based on standards. During PLC meetings, teachers collaborate to develop targeted interventions based on the results of common assessments. Teachers implement the targeted interventions during small group rotations in the core instruction block as well as during intervention time.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,440

Provide additional interventions with supplemental curriculum materials.

Strategy Rationale

To provide additional assistance the those students who are not performing on grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Crews, Marilyn, marilynjc@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The students are provided with a pre-test prior to beginning the after school/before school tutoring program, and given a post-test after completion of the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Pre-K programs that are currently housed on campus communicate with the upcoming Kindergarten teachers to ensure a smooth transition. Scheduled days are provided for Pre-K students to spend time in kindergarten classroom settings to familiarize the students with the environment of a kindergarten class. Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school, staff, and the expectations of kindergarten.

All students are assessed prior to, or upon, entering kindergarten in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students, and groups of students or individual students, who may need intervention beyond core instruction.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. All teachers at Orangewood Elementary will increase learning gains and proficiency percentages by providing instructional delivery to students in multiple, differentiated levels of intensity based on data.

G2. The faculty and staff of Orangewood Elementary will promote a safe environment of cooperative learning, respect, and mutual trust.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All teachers at Orangewood Elementary will increase learning gains and proficiency percentages by providing instructional delivery to students in multiple, differentiated levels of intensity based on data. `1a`

🔍 G082912

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA Mathematics Achievement	68.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Lowest 25% Gains	42.0
Math Lowest 25% Gains	58.0
ELA/Reading Gains	58.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal `3`

• Lack of teacher knowledge in data-driven instructional strategies

Resources Available to Help Reduce or Eliminate the Barriers `2`

• Professional Learning Community facilitators, TIF/Teacher Leaders, Curriculum Specialist, Resource Teachers

Plan to Monitor Progress Toward G1. `8`

Quarterly STAR assessment scores

Person Responsible
Angela Nader

Schedule
Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion
Teachers will upload and maintain learning gains tracking sheets onto the school's Sharepoint site.

G2. The faculty and staff of Orangewood Elementary will promote a safe environment of cooperative learning, respect, and mutual trust. `1a`

🔑 G082913

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	33.0

Targeted Barriers to Achieving the Goal `3`

- Lack of parental support

- Lack of behavior training and support for teachers

- Teachers' desire to decorate classroom environment, which may violate State Requirements for Educational Facilities (SREF)

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Parent Involvement Plan, Leader in Me, Resource Teachers / Instructional Coaches, Intervention Support Specialist

Plan to Monitor Progress Toward G2. `8`

Continuous communication with faculty members via PLC process

Person Responsible

Angela Nader

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC Meeting minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All teachers at Orangewood Elementary will increase learning gains and proficiency percentages by providing instructional delivery to students in multiple, differentiated levels of intensity based on data. 1

🔑 G082912

G1.B1 Lack of teacher knowledge in data-driven instructional strategies 2

🔑 B219798

G1.B1.S1 Develop a school-wide process to disaggregate and analyze student data. 4

🔑 S232085

Strategy Rationale

By developing a school-wide process to disaggregate and analyze student data, teachers will be better able to properly target and differentiate instruction.

Action Step 1 5

Each grade level will create, and updates as needed, Deliberate Practice Goal(s) based on school targets using the Plan-Do-Study-Act process.

Person Responsible

Angela Nader

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Deliberate Practice Goals will be posted on the school's Sharepoint site.

Action Step 2 5

After progress monitoring, the grade levels will review student data to create and revise targeted intervention groups as a part of a grade-specific intervention plan.

Person Responsible

Angela Nader

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Intervention rosters aligned with data-based student needs.

Action Step 3 `5`

Administration will provide multiple professional development opportunities for teachers to attend district and/or in-house training focusing on data-driven instruction and tracking.

Person Responsible

Angela Nader

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Professional Development calendar and fulfilled opportunities.

Action Step 4 `5`

Provide professional development sessions to each grade level to break apart the standards with teachers

Person Responsible

Angela Nader

Schedule

Quarterly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Completion of training and documented use in lesson plans

Action Step 5 `5`

Really Great Reading phonics program training

Person Responsible

Angela Nader

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Completion of training and documented use in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Weekly meetings with Orangewood Elementary's Leadership Team

Person Responsible

Angela Nader

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Professional Learning Community facilitator from each grade level will report the progress, needs, and fidelity of each team.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Student and classroom data will be analyzed at the Professional Learning Community meetings.

Person Responsible

Angela Nader

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Teachers and grade level teams will, on a quarterly basis, collect and share reading and math data based on the standards in the academic plan to analyze proficiency of standards and form intervention groups.

G2. The faculty and staff of Orangewood Elementary will promote a safe environment of cooperative learning, respect, and mutual trust. 1

🔑 G082913

G2.B1 Lack of parental support 2

🔑 B219799

G2.B1.S1 Host multiple Curriculum Nights during the 2016-17 school year. 4

🔑 S232086

Strategy Rationale

These events will support our efforts to inform parents and garner their support with regards to our curricular delivery.

Action Step 1 5

School leadership will decide on a focus and consistent school-wide apprach for the Curriculum Nights.

Person Responsible

Angela Nader

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Leadership meeting minutes

Action Step 2 5

Grade level PLC teams will organize uniform, classroom-based presentations to deliver based on direction from the Leadership Team.

Person Responsible

Marilyn Crews

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Grade-level PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Facilitators will guide the PLC meetings to plan for engaging Curriculum NIghts

Person Responsible

Angela Nader

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC meeting minutes will be posted on sharepoint weekly by grade level facilitators.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Survey staff to guage for effectivness of Family Curricular events

Person Responsible

Franklin Cook

Schedule

On 5/30/2017

Evidence of Completion

Survey monkey data from teachers.

G2.B2 Lack of behavior training and support for teachers 2

🔑 B219800

G2.B2.S1 Implement The Leader in Me to build character school-wide. 4

🔑 S232087

Strategy Rationale

The Leader in Me supports the Positive Behavioral Interventions and Supports which are in place at Orangewood.

Action Step 1 5

Teachers will participate in The Leader in Me Training to implement the program

Person Responsible

Angela Nader

Schedule

On 8/9/2016

Evidence of Completion

Rosters of completion at conclusion of the Leader in Me Training

Action Step 2 5

Students will participate in weekly Leader in Me lessons

Person Responsible

Angela Nader

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Lesson Plans

Action Step 3 `5`

Orangewood Lighthouse Team will meet to plan for and support school-wide Leader in Me activities

Person Responsible

Angela Nader

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Lighthouse Team meting minutes

Action Step 4 `5`

Orangewood Lighthouse Team training with Covey representative

Person Responsible

Angela Nader

Schedule

On 11/17/2016

Evidence of Completion

Completion of training and subsequent planning of events

Action Step 5 `5`

Leader in Me Coaching session

Person Responsible

Angela Nader

Schedule

On 1/24/2017

Evidence of Completion

Completion of training and subsequent planning of events

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Weekly Leader in Me guided lessons and other on-going, in-class activities

Person Responsible

Marilyn Crews

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Documentation in teachers' lesson plans and administrative walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Referral Data

Person Responsible

Marilyn Crews

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Decreased number of one or more suspensions with a target not to exceed 33 for the 2016-17 school year.

G2.B3 Teachers' desire to decorate classroom environment, which may violate State Requirements for Educational Facilities (SREF) `2`

🔑 B219801

G2.B3.S1 Improved communication to staff regarding SREF expectations `4`

🔑 S232088

Strategy Rationale

Consistent communication with the goal of 100% on SREF inspections.

Action Step 1 `5`

Quarterly expectations communicated to staff

Person Responsible

Marilyn Crews

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Emails and/or Agendas of faculty meetings where SREF is addressed

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Intermittent administrative walk-throughs to check for compliance

Person Responsible

Marilyn Crews

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Administrator's notes regarding SREF violations observed during school walk-throughs.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Decreased number of SREF violations throughout the school year

Person Responsible

Marilyn Crews

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Administrator's notes regarding number of SREF violations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.A1 A296891	Teachers will participate in The Leader in Me Training to implement the program	Nader, Angela	8/8/2016	Rosters of completion at conclusion of the Leader in Me Training	8/9/2016 one-time
G2.B2.S1.A4 A296894	Orangewood Lighthouse Team training with Covey representative	Nader, Angela	11/17/2016	Completion of training and subsequent planning of events	11/17/2016 one-time
G2.B2.S1.A5 A296895	Leader in Me Coaching session	Nader, Angela	1/24/2017	Completion of training and subsequent planning of events	1/24/2017 one-time
G1.MA1 M300387	Quarterly STAR assessment scores	Nader, Angela	8/10/2016	Teachers will upload and maintain learning gains tracking sheets onto the school's Sharepoint site.	5/30/2017 quarterly
G2.MA1 M300394	Continuous communication with faculty members via PLC process	Nader, Angela	8/10/2016	PLC Meeting minutes	5/30/2017 biweekly
G1.B1.S1.MA1 M300385	Student and classroom data will be analyzed at the Professional Learning Community meetings.	Nader, Angela	8/10/2016	Teachers and grade level teams will, on a quarterly basis, collect and share reading and math data based on the standards in the academic plan to analyze proficiency of standards and form intervention groups.	5/30/2017 quarterly
G1.B1.S1.MA1 M300386	Weekly meetings with Orangewood Elementary's Leadership Team	Nader, Angela	8/10/2016	Professional Learning Community facilitator from each grade level will report the progress, needs, and fidelity of each team.	5/30/2017 weekly
G1.B1.S1.A1 A296884	Each grade level will create, and updates as needed, Deliberate Practice Goal(s) based on school...	Nader, Angela	8/10/2016	Deliberate Practice Goals will be posted on the school's Sharepoint site.	5/30/2017 monthly
G1.B1.S1.A2 A296885	After progress monitoring, the grade levels will review student data to create and revise targeted...	Nader, Angela	8/10/2016	Intervention rosters aligned with data-based student needs.	5/30/2017 quarterly
G1.B1.S1.A3 A296886	Administration will provide multiple professional development opportunities for teachers to attend...	Nader, Angela	8/10/2016	Professional Development calendar and fulfilled opportunities.	5/30/2017 monthly
G1.B1.S1.A4 A296887	Provide professional development sessions to each grade level to break apart the standards with...	Nader, Angela	9/6/2016	Completion of training and documented use in lesson plans	5/30/2017 quarterly
G1.B1.S1.A5 A296888	Really Great Reading phonics program training	Nader, Angela	8/10/2016	Completion of training and documented use in lesson plans	5/30/2017 quarterly
G2.B1.S1.MA1 M300388	Survey staff to guage for effectivness of Family Curricular events	Cook , Franklin	8/10/2016	Survey monkey data from teachers.	5/30/2017 one-time
G2.B1.S1.MA1 M300389	Facilitators will guide the PLC meetings to plan for engaging Curriculum NIghts	Nader, Angela	8/10/2016	PLC meeting minutes will be posted on sharepoint weekly by grade level facilitators.	5/30/2017 biweekly
G2.B1.S1.A1 A296889	School leadership will decide on a focus and consistent school-wide apprach for the Curriculum...	Nader, Angela	8/10/2016	Leadership meeting minutes	5/30/2017 semiannually
G2.B1.S1.A2 A296890	Grade level PLC teams will organize uniform, classroom-based presentations to deliver based on...	Crews, Marilyn	8/10/2016	Grade-level PLC minutes	5/30/2017 semiannually
G2.B2.S1.MA1 M300390	Referral Data	Crews, Marilyn	8/10/2016	Decreased number of one or more suspensions with a target not to exceed 33 for the 2016-17 school year.	5/30/2017 quarterly
G2.B2.S1.MA1 M300391	Weekly Leader in Me guided lessons and other on-going, in-class activities	Crews, Marilyn	8/10/2016	Documentation in teachers' lesson plans and administrative walk-throughs	5/30/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2 🔍 A296892	Students will participate in weekly Leader in Me lessons	Nader, Angela	8/10/2016	Lesson Plans	5/30/2017 weekly
G2.B2.S1.A3 🔍 A296893	Orangewood Lighthouse Team will meet to plan for and support school-wide Leader in Me activities	Nader, Angela	8/10/2016	Lighthouse Team meting minutes	5/30/2017 quarterly
G2.B3.S1.MA1 🔍 M300392	Decreased number of SREF violations throughout the school year	Crews, Marilyn	8/10/2016	Administrator's notes regarding number of SREF violations	5/30/2017 quarterly
G2.B3.S1.MA1 🔍 M300393	Intermittent administrative walk-throughs to check for compliance	Crews, Marilyn	8/10/2016	Administrator's notes regarding SREF violations observed during school walk-throughs.	5/30/2017 quarterly
G2.B3.S1.A1 🔍 A296896	Quarterly expectations communicated to staff	Crews, Marilyn	8/10/2016	Emails and/or Agendas of faculty meetings where SREF is addressed	5/30/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers at Orangewood Elementary will increase learning gains and proficiency percentages by providing instructional delivery to students in multiple, differentiated levels of intensity based on data.

G1.B1 Lack of teacher knowledge in data-driven instructional strategies

G1.B1.S1 Develop a school-wide process to disaggregate and analyze student data.

PD Opportunity 1

Administration will provide multiple professional development opportunities for teachers to attend district and/or in-house training focusing on data-driven instruction and tracking.

Facilitator

Teacher Leaders, Academic Coaches, Intervention Specialist, Professional Development and Learning Specialist

Participants

K-5 Teachers

Schedule

Monthly, from 8/10/2016 to 5/30/2017

PD Opportunity 2

Provide professional development sessions to each grade level to break apart the standards with teachers

Facilitator

Tiffany Adams, Teacher Leader

Participants

Grade level teams, at different times per grade level

Schedule

Quarterly, from 9/6/2016 to 5/30/2017

PD Opportunity 3

Really Great Reading phonics program training

Facilitator

Clair Cutting, Professional Development and Leadership Specialist

Participants

Various grade level participants, identified by need

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

G2. The faculty and staff of Orangewood Elementary will promote a safe environment of cooperative learning, respect, and mutual trust.

G2.B2 Lack of behavior training and support for teachers

G2.B2.S1 Implement The Leader in Me to build character school-wide.

PD Opportunity 1

Teachers will participate in The Leader in Me Training to implement the program

Facilitator

Covey Staff

Participants

Orangewood personnel

Schedule

On 8/9/2016

PD Opportunity 2

Orangewood Lighthouse Team training with Covey representative

Facilitator

Covey Representative

Participants

Lighthouse Team grade-level representatives

Schedule

On 11/17/2016

PD Opportunity 3

Leader in Me Coaching session

Facilitator

Covey Representative

Participants

All teachers

Schedule

On 1/24/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Each grade level will create, and updates as needed, Deliberate Practice Goal(s) based on school targets using the Plan-Do-Study-Act process.	$0.00
2	G1.B1.S1.A2	After progress monitoring, the grade levels will review student data to create and revise targeted intervention groups as a part of a grade-specific intervention plan.	$0.00
3	G1.B1.S1.A3	Administration will provide multiple professional development opportunities for teachers to attend district and/or in-house training focusing on data-driven instruction and tracking.	$0.00
4	G1.B1.S1.A4	Provide professional development sessions to each grade level to break apart the standards with teachers	$0.00
5	G1.B1.S1.A5	Really Great Reading phonics program training	$0.00
6	G2.B1.S1.A1	School leadership will decide on a focus and consistent school-wide apprach for the Curriculum Nights.	$0.00
7	G2.B1.S1.A2	Grade level PLC teams will organize uniform, classroom-based presentations to deliver based on direction from the Leadership Team.	$0.00
8	G2.B2.S1.A1	Teachers will participate in The Leader in Me Training to implement the program	$0.00
9	G2.B2.S1.A2	Students will participate in weekly Leader in Me lessons	$0.00
10	G2.B2.S1.A3	Orangewood Lighthouse Team will meet to plan for and support school-wide Leader in Me activities	$0.00
11	G2.B2.S1.A4	Orangewood Lighthouse Team training with Covey representative	$0.00
12	G2.B2.S1.A5	Leader in Me Coaching session	$0.00
13	G2.B3.S1.A1	Quarterly expectations communicated to staff	$0.00
		Total:	$0.00